

Grade 5 Overview

Focus: HERO (Honorable Efforts Rendered to Others)

HEROES OF OUR NATION

The HERO unit emphasizes the idea that heroes are people who behave in an honorable way and help others.

Key Ideas:

- Heroes exemplify the qualities of good citizens.
- Heroes reflect the positive qualities of the United States.
- Often, heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.
- Heroes deal responsibly with conflict.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest.
- always do their personal best.
- take personal responsibility for obligations to family and community.

Lessons:

1. *Heroes of Colonial America*
2. *Heroes of the Early United States.*
3. *Contemporary Heroes of the United States.*

Culminating Extension Activity with Assessment:

1. Students might choose to create one of the following activities about a national hero:
 - a) a short story, b) a radio script, c) a play, d) a poem, e) a song, f) a comic strip or cartoon, g) a video or multimedia presentation.
2. Students might produce a reenactment of an event about a national hero.
3. Students might role-play and conduct an interview with a national hero.

Work with students to identify areas of emphasis to be included in the final product. Outline criteria for mechanics, form, creative production, and use of the key ideas in this unit. Assessment will be based upon the completion of one or more of the above activities. Criteria for successful completion of each activity should be discussed with students in advance.

Curriculum Connections:

Activities in the unit will help students to attain academic standards in:

Social Studies (Grade 5)

Historical Perspectives - Students will:

Describe the historical movements which influenced the development of the United States.

- trace the events that led to the establishment of the United States.
- name major historical figures and describe their involvement in the development of the United States.

Inquiry Skills - Students will:

Draw conclusions and make decisions based on relevant data derived from a variety of resources including electronic and print media.

- interpret information about life in the United States presented in graphs, charts, maps, time lines, pictures, and cartoons.
- organize information in simple charts, graphs, and time lines.

English/Language Arts (Grades 3-5) - Students will:

Comprehend developmentally appropriate materials including:

- stories.
- textbooks and informational materials.
- reference materials.

Select and use developmentally appropriate strategies for writing including:

- using literature as one stimulus for writing.
- using the writing process—prewriting, drafting, peer sharing, revising, and editing.

Write for different purposes and audiences producing a variety of forms including:

- messages and letters.
- responses to literature.
- lists and charts.

Communicate orally with people of all ages by:

- contributing to class discussions.
- collaborating in groups.

Grade 5 Lesson One

Colonial Heroes:

Paul Revere Rides Again

This lesson reviews characteristics of a hero and engages students in researching heroes of the colonial period in United States history.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Heroes reflect the positive qualities of the United States.
- Heroes deal responsibly with conflict.
- Heroes exemplify “honorable efforts rendered to others.”

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest.
- always do their personal best.
- take personal responsibility for obligations to family and community.

Objectives:

Students will:

- continue to explore the literature connection through biographies and/or historical fiction.
- review the characteristics of a hero and compare these qualities with those of a good citizen.
- select one hero and demonstrate why this person should be included in the “Hero Hall of Fame.”

Introductory Activity:

1. Read the poem “Paul Revere’s Ride” and have students react. Then have students research the historical events that relate to the poem.
2. Students might also research others, like Sybil Luddington and William Dawes, who rode out to warn colonists of the British advance.

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3. Have students speculate about why we know more about Paul Revere than we do about other people who carried out similar roles in the Revolutionary War. Heroes sometimes become famous when poems or songs are written about them.

Core Activities:

1. Have students research the contributions of colonial heroes and create a “hero bank.” (A hero bank would contain the names of heroes found in the colonial period.)
2. Each student then nominates one of the heroes from the hero bank to “The Hero Hall of Fame.” The nomination should explain why this hero should be in the “Hall of Fame.” Student nominations should demonstrate how the hero respected authority, him or herself and others, how the hero was honest, took personal responsibility for family and community, and managed conflict responsibility.
3. Each student will choose a medium for convincing other members of the class to vote his or her hero into the “Hall of Fame.” Students might choose to make a nomination speech, draw a cartoon, write a letter to the editor, write a song or poem, role play the hero, perform a skit, or conduct/perform some other activity designed to convince their audiences.

Additional Ideas:

Students might:

1. Read a biography or short story about a person who lived during the colonial period or the Revolutionary War.
2. Role play a colonial hero. Other students can “interview” the hero to find out why he or she was a hero.
3. Produce a video promotion for their candidates that will influence others to elect their candidate to “The Hero Hall of Fame.”
4. Design and produce a hero book.
5. Create a sketch book of colonial clothing.
6. Create an artifact of the colonial period.
7. Collect and exhibit a time capsule that would contain articles used during the colonial period.

Evaluation/Assessment:

Finished Products: Oral, graphic, dramatic, written, or other type of nomination statement for the “Hero Hall of Fame.” All types of nomination strategies should emphasize the citizenship qualities of the selected hero. Evaluation criteria will depend upon the means of communication chosen. Criteria for an oral presentation might include introduction, body language, eye contact, voice, and ability to cite evidence. Criteria for a dramatization might include the presence of an introduction, a middle, and an end; movement; voice; use of props (optional); and inclusion of evidence.

Student Participation: Contributions to the “hero bank.”

Home Connection:

Keep parents informed regarding the purpose and activities involved in this lesson.

Some parents may wish to encourage students to do the following activities:

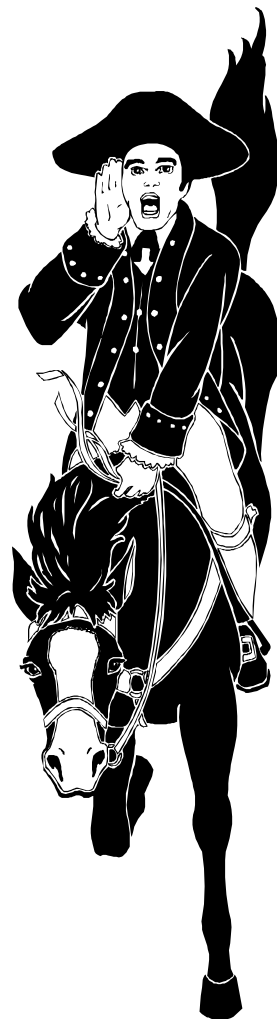
- visit a local library to find books about American heroes.
- read a story, poem, or book about a parent's or grandparent's favorite hero and discuss the reasons this person is a favorite with family members.

Resources:

- School/county/state library
- Historical Society/museum
- Visitors centers
- Chamber of Commerce
- Community members
- Historical sites
- State Departments of Tourism
- Trade books
- Historical databases on the Internet

*“Listen, my children, and you shall hear
Of the midnight ride of Paul Revere, . . .”*

by Henry Wadsworth Longfellow





Grade 5 Lesson Two

Heroes of the Early United States

In this lesson, students collect information on regional heroes of the United States, write reports, and develop maps showing the regions they have researched.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Heroes reflect the positive qualities of the United States.
- Heroes deal responsibly with conflict.
- Heroes exemplify “honorable efforts rendered to others.”

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest.
- always do their personal best.
- take personal responsibility for obligations to family and community.

Objectives:

Students will:

- continue to explore the literature connection through biographies and historical fiction.
- review the characteristics of a hero.
- compare and contrast the qualities of heroes with the qualities of good citizenship.

Introductory Activity:

Review the qualities of a good citizen and the qualities of a hero; then:

- view a video about an American hero and reflect on the culture and values of the period.
- listen to, study, and sing music about a hero from an earlier period of United States history.
- read a poem or a book about an early hero.

Core Activities:

1. Have students research a list of additional heroes by writing letters to historical societies in other states requesting a list of their regional heroes and any information they may have pertaining to their heroes.
2. Working in teams, students will research the contributions of American heroes through biographies or encyclopedias in school, county, or state libraries. Under teacher guidance, students also could conduct on-line searches of historical databases. Using the information gathered, students will draw pictures and develop brief reports on heroes. Each report should relate to the earlier definition of a “hero” and to the qualities of good citizenship.
3. Students then will draw a large wall map of the United States and mount pictures and reports on the map.

Additional Ideas:

1. Students might rewrite and reenact their interpretation of a moment in American history.
2. Students might create an American historical museum containing artifacts of the period by collecting or by making their own for display.
3. Students might collect and exhibit a time capsule that would contain articles used during an earlier American period.
4. A “hero” patchwork quilt could be constructed and displayed in the main entry way of the school.

Evaluation/Assessment:

Finished Products: letters to historical societies, pictures, reports, map.

Student Participation: contributions to team reports. Students should provide appropriate examples of how their heroes reflect the qualities of good citizens.

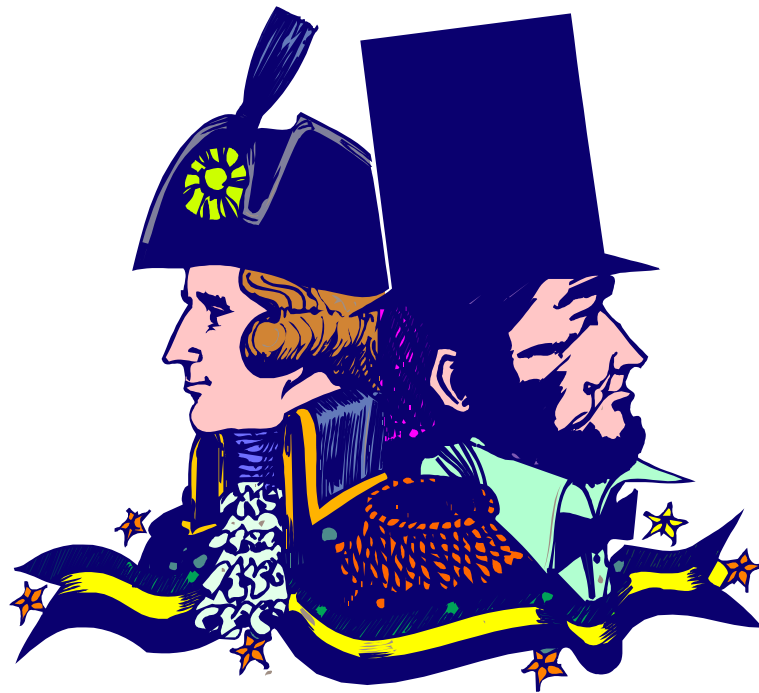
Home Connection:

Keep parents informed regarding the purposes and activities involved in this unit. Some parents may wish to encourage their children to continue learning at home through the following activities:

1. Students might read a biography about an early American hero and design a book cover.
2. The family might visit a historical museum or historic home.
3. The family might plan and take a vacation or trip to a historical site, monument, or museum. A log could be kept by the student of the trip.
4. If the family has an artifact from an earlier historical period, it might be brought to school and shared with the class.

Resources:

- School/county/state libraries
- State Historical Societies
- Historical sites and museums
- State Departments of Tourism
- Community members





Grade 5 Lesson Three

Contemporary Heroes

This lesson engages students in the identification of recent national heroes emphasizing the qualities of a good citizen.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Heroes reflect the values of the United States.
- Heroes often are ordinary people who do extraordinary things.
- Heroes deal with conflict in responsible ways.
- Heroes exemplify “honorable efforts rendered to others.”

Key Connections to Citizenship Education:

- Among the positive qualities of a hero are: respect, honesty, and responsibility.
- Doing one’s personal best is a quality of a hero.

Objectives:

Students will:

- continue to explore the literature connection through biographies and/or historical fiction.
- review the characteristics of a hero.
- compare the qualities of heroes with the qualities of good citizens.
- be able to list the good citizenship qualities of various heroes.

Introductory Activity:

1. Listen to a reading by the teacher or a dramatization by a storyteller about a national hero.
2. Read a newspaper account of an instance in which someone behaved heroically.

Core Activities:

1. Discuss and list the citizenship qualities the hero exhibits and compare with citizenship qualities in IC 20-10.1-4-4.5. (See Resources section of this guide.)
2. Make a list of other contemporary heroes.
3. Locate and read articles, Internet entries, and books about these heroes.
4. Choose a favorite national hero. Write a brief biography or a brief “newspaper article” reporting on an event in this person’s life or role play heroes in a panel discussion of important citizenship qualities. Student written work could be compiled into a book or “Heroes Gazette.” Students may wish to add illustrations or drawings of events and people.

Additional Ideas:

Stage and videotape a heroic action or event. Use peer critiques to determine why the event or action was “heroic” and what qualities of a good citizen were represented.

Evaluation/Assessment:

Student participation.

Student contributions to the class book or gazette of heroes or participation in the panel discussion.

Determine criteria for effective written work or participation in the panel discussion in advance. For example: students should clearly identify the main points of the information they researched. Original sources should be identified and statements (both written and oral) should be supported by examples or other evidence.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Some parents might want to encourage their children to continue learning at home through one of the following activities. Families might:

- Watch a newscast or read a newspaper article and discuss examples of people behaving in heroic ways (e.g., disaster relief, military service).
- Discuss favorite national heroes and the reasons they are considered heroic.
- Hold a family discussion of heroes and things that ordinary citizens do that are heroic. What can a citizen do to be considered a hero?

Resources:

- School library
- Internet references
- Public library
- Newspapers
- Magazines

